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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Mission of Public School Music

WE ARE using in this issue an address by the editor at the meeting of the National Education Association at Asbury Park, N.J., July 5, 1905.

Although this was delivered twenty-two years ago we are not changing a word of it as we use it in this issue of November 28, 1927.

The Journal of Education and its editor have been ardent promoters of public school music for forty-two years. Our editor's addresses were a vital part of the campaign that led state after state, first to permit and then to require the teaching of music in the public schools.

A year ago we reprinted an address given in Nashville, 1889, and there have been other addresses in this great campaign that we are likely to use in other issues of the Journal of Education. They help to emphasize the part one man, with one magazine, has had an opportunity to play in progressive public school activities.

Less than one per cent. of the 8,675 students in Iowa State University were suspected of infraction of any of the rules. There were only thirty-three men and sixteen women, or forty-nine of the 8,675, who were called before any authorities for infraction of any rule in the school year 1926-27.

Reilley's Creston Courier

FREDERICK J. REILLEY, principal, Creston Junior High School, New York City, has been one of the lively live public school principals of America for several years, especially as a leader of parents in an intelligent appreciation of what is best for their children. He is now principal of Creston Junior High School, and he visits every parent frequently through a Creston Courier, one of the best means of conferring with parents about adolescent youth that we have seen. We have never known a principal more intelligently skilful in serving students and parents than Mr. Reilley has always been.

A million members of the Young Men's Christian Association in America. A wonderful achievement.

Promotion of Art Appreciation

KATHERINE M. BALL, supervisor of art and drawing in San Francisco schools, has retired on a comfortable pension, and as the first fruit of her rare art John Lane, publisher, has brought out her book, "Decorative Motives of Oriental Art," price fifteen dollars per copy, which is by far the most important book of its class that has been published, the book of its class that is every way valuable for universal use in school libraries wherever real art is in the thought of the supervisor. As we said in the Journal of Education October 24, democracy must be saved by art, and children in the public schools must be exposed to real art. Miss Ball's professional life has been an inspiration to love of art. With Katherine M. Ball art appreciation is to mere skill in drawing or painting what love of masterpieces in English is to ability to read. A pet phrase of Miss Ball's has been "Art illiterates in public schools."

We are sure Miss Ball will use her freedom in the creation of other wonderful books in art.

Fifty per cent. of the public schools of North Dakota are enlisted in the Health Crusade. It was the first state to lead off in several of the great crusades.

Closing Schools as Health Protection

THE extent to which schools have been closed this year for fear of the spread of infantile paralysis is sure to open a number of serious questions. The case of the "flu" several years ago was so unusual, its extent was so national, the number of persons afflicted was so vast, and the time was so limited that no serious issue was raised, but the present case has been so limited in seriousness, and there are so many diseases that are liable to be equally hazardous, that many serious questions are liable to be raised educationally and legally. It is highly important that educational leaders keep level-headed for the present regarding **poliomyelitis.**

The annual meeting of the Boy Scouts of America for 1928 (April) will be held in San Francisco. This is a deserved recognition of the importance of the Pacific Coast in all National Service to the Youth of America.

Dean West of Princeton

ANDREW FLEMING WEST, dean of Princeton Graduate School, whose proposed retirement next June is announced, is one of the most influential public-spirited educators of the United States. He has demonstrated a scholastic personality with few rivals. His influence in Princeton has been nationally recognized, and his national leadership in public affairs has been recognized at Princeton. He is one of the few heroic educators who has kept within bounds so that he has never gone on tangents from which there was no home base available, as has unfortunately been the practice of some educational adventurers.

The following tribute of Dean West to Professor Augustus Trowbridge, who is to succeed him, is the best characterization of Dean West himself that could be written: "His high scientific ability, his strong friendliness to humanistic studies, his remarkable administrative gifts and his fine personality, together with his intimate knowledge of graduate work in Princeton make his selection highly appropriate and a great honor to Princeton University."

The Platoon System is capturing cities in this new school year with unprecedented expansion.

Welcome to McAndrew

THERE has never been an American educator who has received the range and intensity of welcome accorded William McAndrew everywhere this season. Boston was never so ardent in its welcome of any one as it was when McAndrew spoke before the New England Superintendents Association. Iowa State convention not only made a marvelous demonstration at his appearance, but the thousands of members voted unanimously in favor of professional freedom and against the political activities of his Chicago opponents.

Cities, counties and states from sea to sea seek to do him honor and pay him for the privilege of doing it.

There has never been any educator in the United States of whom the entire press of the country, of every city large and small, has spoken so frequently and championed so ardently as they champion William McAndrew and his defiance of political domination of the Chicago Board of Education.

No one knows anything about any educational issue in the city and they care less. Hon. Newton D. Baker, a one-time famous mayor of Chicago, and the world-famous United States Secretary of War in President Wilson's cabinet, summed up the universal American attitude when he characterized it as "flaming demagoguery."

Never again will any political candidate in city or state make an anti-professional educational campaign for any office. William McAndrew, unwittingly, has eliminated educational political aspirations from civic campaigns forever.

Women's colleges ask for a fair share of the millions that are given to colleges, and they are not receiving a fair share.

Mission of Public School Music

By A. E. WINSHIP

At the N. E. A., Asbury Park, July 5, 1905

IS SCHOOL MUSIC a fad or has it a mission?

What is the real, vital mission of the public school? Is it not to do for the children as a whole what they will find, all in all, beneficial through life, not simply in business, not simply in the earning of a living, but at work and at play, in the home and in society, in the using of money as well as in the getting of it, in enjoying life as well as in being able to live, in getting genuine pleasure out of others, in giving pleasure to others, and in keeping youths and adults from going wrong physically, intellectually and morally.

Music does much for the disposition and for the character. It provides recreation and utilizes leisure; it may be a limitless blessing to the home; the church could hardly exist without it. The child taught to discriminate between music and vulgar noise will not be tempted by the trashy shows that are perhaps the worst curse that afflicts the city life of the poor and the weak.

In one city in the West a cheap show settled down in the town. Children's matinee tickets were sold to the stores for two and a half cents, to be given as premiums. The demoralization of the schools threatened. The wise and energetic superintendent forced the teaching of school music, introduced chorus work, and started an orchestra in every school, and openly attacked the cheap music, and literally drove the show out of business. The public schools can revolutionize the entertainments of most cities if they really appreciate the possibilities in good music. Isn't this a mission worth while?

School music must be devotional, patriotic, intellectual, and inspirational.

There is no more perfect mechanism than the mechanics of music, but there is no music in that which is merely mechanical. There is nothing so inspirational as music, but there is no worthy music in anything merely inspirational.

School music must be devotional, will be this under any reasonable conditions. It will inevitably breathe a religious spirit into the day. It is the one phase of religious activity that does not tend to be dogmatic, denominational, or sectarian. It is as religious naturally as a breath from heaven, as pure as the flake of wafted snow ere it touches the earth, as tonic to the souls as a breath from the Wasatch range. In the present skeptical state of the public mind toward dogmatism, and its almost reverential attitude toward the public school, it is worth all the teaching of music costs and more to breathe into the life of childhood and youth a reverence that need not be dogmatic, a religion that need not be sectarian.

Patriotism is devotion with a human christening. It idealizes, almost deifies one's country. It enkindles the worshipful side of our being humanward. The only thing that will keep Canada from joining the United States is the fact that every child has sung "God Save the Queen (or King)" every school day of his life. It has closed every school day ever known by a Canadian. This will make "America" impossible to them, even though the tune be the same. We do not sing "America," "The Star Spangled Banner," "Dixie," and the state hymns as much as we ought, but every child learns them in the schools and sings them on every star occasion. Sometime he will do this daily. The schools of Canada make any anti-British sentiment impossible; "America" in the schools makes any anti-American sentiment impossible. No teaching of history will do for patriotic sentiment what a daily school song can do.

Music has an intellectual mission. It makes intellectual activity graceful and refreshing. The old idea was that nothing was intellectual that did not come hard. Friction was an indication of power. The squeak of the mind was supposed to voice activity. Grinding was the characterization of conquest. Drill, a simpler word for boring, was deified.

All that is in the past. Nothing that tires or can tire is power today. Tireless steam, frictionless electricity, even wireless telegraphy are symbolic of mental action.

Rhythm is the best mental action. Genius is the power to be carried to limitless height, depth, or breadth without friction in the flight or leap.

Music is the one rhythmic art. Its mathematics are more exact than logarithms, its science keener than chemistry, its art richer than that of the sculptor and painter, and yet the mind obeys the laws of mathematics, chemistry, and art in music as easily as sound flies above the ocean more readily than the heavy cable drags it beneath the sea.

Music rightly taught does more for mental development than the mystic symbols of algebra or the planting of Greek roots in brain soil.

It is not enough that the school sings. It must know what it sings, why and how. Music is the most exact science, the most nearly fathomless philosophy, the most exhaustless psychology, the most brilliant art.

Music is the noblest inspiration. It comes nearest crossing the threshold of eternity. For music the very gate of heaven stands ajar.

There is no occasion to be less accurate or rapid in number work, to read less intelligently or write less distinctly in order for public school music to make us more devout, more patriotic, more intellectual, more inspired in our love for man and our adoration of Jehovah.

Belding's Page

ADVISERS TURNED DOWN

AT THE polls in Boston, this month, the school committee went to pieces on the rock of "interference with the home." The rock may have been an imaginary one. The issue was that of advisers for high school girls. A majority of the old committee had voted to employ a number of women especially for that purpose. An election was in the offing, and this made good talking material. Besides, some of the committee and candidates were no doubt honestly opposed to the hiring of advisers.

At any rate the three members-elect are against advisers. The two members whose terms had not expired are for them. The adviser proposition is killed.

"Nationalization of our children" was one of the bugaboos held up to the voters.

High school girls need the friendly guidance of wise teachers who gain their confidence and are able to advise them. High school "deans" are becoming more and more common. The plan finds readiest acceptance where the advisory duties are assigned to a teacher already employed in the schools and having a known influence for good upon her students. Her work as adviser should take only part of her time, the remainder being devoted to classroom instruction in a few courses which permit her to meet as many pupils as possible.

NOW SHE UNDERSTANDS

MISS CLARK is one of the best, most talented, most experienced upper-grade teachers in a certain big city. But she never had quite understood Mary Ellen.

Mary Ellen surely had ability. She was "there with the goods" in every exercise which could be worked out in class. But so often it happened that Mary Ellen was poorly prepared. She seemed to neglect her home work most of the time. She was a puzzle.

One day Mary Ellen didn't come to school. Miss Clark thought it would be doing a good turn to call and inquire about her and perhaps tell her about the next day's lessons.

Once inside Mary Ellen's home, Miss Clark understood. The family lived in a few crowded rooms, amid signs of poverty. Mary Ellen was ill in bed. Her mother and five other children, one an infant, were gathered into one small room. On a table in the centre was a lamp—and around that lamp was done whatever home lessons those children accomplished.

The picture of that home and the information she gained there regarding Mary Ellen's tasks at home and in outside employment to earn a little money, helped Miss Clark to understand not only Mary Ellen but a number of other pupils similarly situated. The experience was a mellowing one, and it has made Miss Clark an even better teacher than before—though you would scarcely have believed that possible if you had seen her in the classroom.

THANKS TO HERSELF

A GIRL of seventeen who seemed to be rather wild was heard to remark: "I would never let a daughter of mine do the things I am allowed to do." Her older friend who heard the remark stopped worrying. And it was well. For the girl has turned out to be an excellent wife and mother.

Adult leaders of boys and girls cannot afford to give them an entirely free rein merely because some of them have sense enough to come through their ordeal in safety. Not all of them do come through so well.

But a lot of persons having responsibility for the guidance of youth would be chagrined to know what is thought of their laxity by certain of their more discerning young charges.

Youth must occasionally long for the sympathetic friendship of some older person who will help them to say "No."

OPPORTUNITY AND FREEDOM

COLLEGE is a place of opportunity and of freedom. But the opportunities are of two kinds, both good and evil. The student oftentimes needs to be led tactfully up to the right sort of opportunity and to have it "sold" to him by the proper salesmanship.

Freedom, too, can be overdone. Freedom in some of its forms can be curbed by wise and firm regulation. Freedom to drink liquor, for example, ought never to exist with the consent, connivance or tacit approval of college faculties. Authorities who go after this particular abuse with determination are showing that it can be practically eliminated. Heads of other institutions, believing that nothing can be done to stop the flow of alcohol, naturally are helpless in the matter.

Get the right college atmosphere and boozing will not flourish. None but freshmen will think it smart—and they will soon be taught otherwise by upper class men, who know better.

The teacher who is always shouting for attention and never getting it is simply not supplying the right material in sufficient quantity to keep the boys and girls occupied in ways that make for advancement.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang
And not with the wrecking crew."

29. In opening a new junior high school we have several seventh and eighth grade teachers on our hands. They want junior high school positions, and yet we would like to put up a standard of college degree requirements for our junior high teachers. How can we best care for these teachers and still safeguard our standards? (New Jersey.)

This is a problem which practically every city or town opening a junior high school faces. Some of these teachers can never go into junior high school work because they cannot understand the psychology behind the junior high organization and activity. They might be assigned to small elementary school principalships or fifth or sixth grades. While a lower grade is still occasionally considered a demotion, we have outlived that idea in most places, and if there is no change in salary you can usually get some of the teachers to take the lower grades.

These teachers usually have a year's notice of such a new school and those applying should be asked to take a course in junior high school organization and another course in the particular subject they wish to teach. This is a reasonable minimum requirement. If you put in your ninth grade from your high school you'll have teachers with college degrees whom you may distribute, and then by hiring your remainder with degrees you get a fairly good faculty to start. These experienced grade teachers can safely form one-third of your faculty and be of great value to your school. As you go along you can strengthen them by study in junior high school procedure and require as much from new teachers as you like.

30. What should be the status of the attendance officer? (Indiana.)

He should be a well educated, specially trained man or woman of strong personality and much sympathy. His education should be on a par with any school principal and his salary likewise.

No man of weak personality and meagre education and training can do more harm in office than the attendance officer. The day of the truant officer is past. Many places realize the importance of this position and are hiring the right type of man and giving him his proper place on the supervising staff, for this is where he really belongs. He is a supervisor. He not only promotes attendance but he adjusts the difficulties between the home or the factory and the school, and acts as counselor and friend to the pupil. No teacher has his opportunity for community service. As he goes among the people of all kinds and classes he does much to influence the attitude toward the school. He has an excellent opportunity daily to build up purposeful harmony and interest. It is most important that we get the finest, biggest men possible for this work, and educate our school boards and people up to the possibilities of such a position.

He investigates, plans, guides, and checks up, which is the work of any supervisor.

31. Why should the personality marking of candidates for normal schools be passed to the high school principal? (Penn.)

Because he is the best fitted to do it. He has access to his faculty's judgment of the student and the records of achievement. He can become acquainted with the student, and he is the biggest, most efficient person in the high school to do the job. Not a job calculated to make him popular always, but one which may give him a reputation for fairness, which is far more important. The personality sheets got out by those higher up in authority are sometimes a great trial to the high school principal because they have so little actual bearing on the life and activities of the average high school student of today. The way to remedy this is to have high school teachers on the committees who make out these personality sheets and a little earnest effort on the part of the high school people can soon bring this about.

32. How often should certificates for exemption from vaccination be renewed? (Mass.)

Some places have the rule of a renewal every two months, others every term, and some require a renewal every year. Where the matter is not followed up a child bringing a certificate of exemption on entering may go through school without ever being vaccinated. This is not fair to the other children of course. If the rule or law is in use it should be used to protect all the pupils alike, and not expose certain groups of children by making permanent exceptions of a few.

Art Is Industrial as Well as Fine

By LEON L. WINSLOW
Director of Art Education, Baltimore, Md.

INDUSTRY is interested in art from the commercial side primarily, and seeks to obtain designers, artificers, and artisans who can produce salable products. Manufacturers hesitate to place on the market products that may not appeal to the average buyer. They fear lest they shall over-reach the public taste. Although they employ trained designers, they frequently decline to put on the market the best designs that are produced. It is often the manufacturer's opinion that the designs which are best aesthetically will not be appreciated and accepted by the public at large. They fail to take into account the fact that the taste of the consumer is often superior to their own.

The household is interested in art from the utilitarian and decorative sides primarily, and seeks to employ art in producing or procuring beautiful homes, beautiful furnishings, utensils, and clothing to the end that life may be fuller and richer for all. To the modern household the selection and arrangement of manufactured products in the home is of the utmost importance, and it is, therefore, with the setting up of aesthetic ideals and the judging of products with reference to these that the household is primarily concerned. It is to be regretted that many of the best designs turned out by the designers must be rejected or ruined by modification in order that they may meet the requirements of manufacture by modern mechanical means. The problem of designing for the household cannot be solved by industry alone. It is apparent to all who have given it more than a passing thought that the problem can be solved only through educational agencies in which the industries, the homes and the schools are concerned.

In order to meet this need for practical instruction complete educational programs today make definite provision in the schools for some form of elementary, secondary and vocational art instruction. The elementary school course is general in its purpose; the junior high school course exploratory and tending somewhat toward specialization; the senior high school course special, except for pupils electing to pursue the general curriculum; the vocational school course decidedly special.

In the public school system taken as a whole instruction in art has a twofold function to perform; first, to develop in all the pupils sensitiveness to and appreciation of the various forms of art; second, to discover, foster, and train creative genius in the gifted pupils. The school must bring children, through careful training, to choose those things only which are good in design and, through their cumulative choices, to create an environment in which beauty shall prevail. Few pupils will become producers of art products, all will be brought to understand and to use the principles of design.

There was a time when fine art and industrial art were regarded as synonymous. Then all craftsmen were considered artists, and all artists were real craftsmen. The painter was a cabinet maker, metal worker, and an architect all at the same time. Recently we have taken the artist's paintings from the walls, placed them on easels, and regarded them as works of fine art. Apparently the machine has been to blame for this change in the point of view, for it came between the artist and his art. Its first artistic efforts were failures, for men had not learned its limitations nor had they realized its potentialities.

We have come to realize that the machine is a true friend of art and that its limitations may constitute its saving grace. The tendency of the medieval craftsman was to over-decorate, a crime of which the machine is of itself incapable. Under the dominating influence of the machine, the emphasis in art has most appropriately shifted back again from decoration to structure, from the ornamentation of an object of utility to the entire creation of the object itself.

If art is ever to assume the place in industry it once occupied, either the machine must be improved to meet the requirements of the best design, or else the designer must learn the possibilities and limitations of the machine in order that he may adjust his design to the conditions without sacrificing any of its inherent beauty.

The problem of reorganizing an art department with the aim in view of bringing it abreast of modern theory and practice may be illustrated to some extent by giving at this point a review of what has been taking place in the field of art education in the city of Baltimore, Maryland, during the past three years. In 1920-21, according to the Balimore School Survey conducted under the direction of Dr. George D. Strayer of Teachers College, the course of study in drawing prepared in 1915 still furnished the basis for the instruction in art. In commenting on the usefulness of this course the survey report states that the instruction appears to have been planned as if the primary purpose of it was to develop the technique required by the artist as a producer. The report states further that the purpose of the work seems to be dominantly the development of skill in drawing and coloring and abstract illustration of principles of design; that there does not

seem to be any attempt to design something to be made, that calling for a genuine motive for finding out about the principles of design as meeting real needs; that exercises are planned in considerable detail; that much of the work is practically dictated; that there seems to be no thought given to the individual needs of children in different parts of the city; that, to improve the work, the need is fundamentally a change in emphasis from training in art production to that of getting experiences in art appreciation, in the study of art as consumers.

It is encouraging to note that many changes in emphasis and content of art courses observable in the public schools of Baltimore since the Strayer survey have been made in conformity with the recommendations of the report. Courses have been planned and are now being developed on the assumption that the aim of general art education is appreciation of art products rather than skill in producing them and that a motive for the instruction must be found in projects demanding creative expression on the child's part. In the elementary schools this expression is inspired quite largely by industrial information for which a genuine need has been felt in carrying on instuction in the other school studies; in the secondary schools, by an aroused interest in art, with special emphasis placed on the fine examples of art products which are to be seen and studied at first hand in the city of Baltimore. Productive work, however, has its appropriate place even in the new program in developing a moderate degree of skill in the use of art mediums, always as a means of expression and chiefly in relationship to the development of appreciation.

Baltimore's new elementary school art course is typical of the courses that are now being developed in a number of cities where the project method of instruction has been thoroughly tried and found to be ideally suited to the purposes of art instruction by the regular grade room teacher. The course is made up of a number of significant projects, each project always including (1) statement of the problem, (2) art information, (3) industrial information, (4) related information, from contact with other subjects, and (5) creative expression.

Art information comprises the subject matter of color, form, arrangement, lettering, and construction, with appropriate points of emphasis assigned to each topic for each of the first six grades. This information always finds its ultimate outlet in creative expression, as in the making of drawings, designs or constructions, or in the selecting or combining of objects. Creative expression presupposes the necessary suggestions and general directions for handwork. Industrial information is organized under the topics of food, clothing, shelter, records, tools and utensils. Related information is provided in the courses in history, geography, arithmetic, language, and music.

The art period is therefore given over almost if not quite entirely, to the teaching of art information through the medium of creative expression, to a serious study of the transformation of natural or raw materials into artistic finished products of various kinds, to a consideration of the relative aesthetic merits of the products, and to their harmonious combination and arrangement. It has been assumed that artistic taste will necessarily result from this systematic practice in evaluating and combining the works of man.

In the junior high schools of Baltimore the subject of art is required of all pupils, throughout the entire three years. Instruction has been organized around five major topics as follows: architecture, sculpture, painting, industrial art, commercial art. Approximately half of the pupil's time in the art class is given to recitation, illustrated lecture and textbook assignment and half to practice in drawing and design. A general organization outline embracing the entire field, supplemented by more specific outlines dealing with the topics of architecture, sculpture, painting and industrial art, was developed during the past year. Each junior high school teacher has been supplied with a copy of this outline, which is soon to be followed by an analysis of commercial art. This will be followed soon by a complete syllabus of the course.

For this purpose of instruction in the junior high school, art has been defined as the purposeful and creative expression of feeling or of emotion, in appropriate concrete form, with skill in design and technique as determining factors of excellence; architecture, as the art which seeks to harmonize in building the requirements of use and beauty; sculpture, as the art of glyptic expression embracing statues and decorative ornament, in which ideas are given solid form in plastic or in hard material by modeling, carving or casting; painting, as the art of graphic expression in which objects seen or imagined are represented and in which ideas and feelings are given form by laying colors on a surface; industrial art, as the art of manufacture in which skill and creative ability are employed in the conceiving or forming of a product of utility in accordance with the principles of design.

With appreciation as the chief aim of the course each organization topic is carefully studied under the following sub-topics: definition, function, creative expression, form, quality, evolution, and vocational opportunities. Handwork consists of drawing, painting, modeling and construction or craftswork; it is governed almost completely by the organization topic, and is controlled by the sub-topic relating to form. Form is conceived of as including the entire formation of a work of art in accordance with aesthetic principles; it em-

braces all art structure which makes use of line as the measure of length, mass as the measure of area, and color as the measure of light. Form is also interpreted to include design, mediums and materials, and processes.

A recent investigation of the junior high schools of Baltimore to discover aptitude and talent in the arts disclosed 109 pupils out of approximately 15,000 with marked ability in art as follows: in architecture, 17; in sculpture, 8; in painting, 29; in industrial art, 30; in commercial art, 33. Of the total number 68 of the pupils are girls and 41 boys. It is hoped that some special provision can be made for this group in one of the junior high schools during the next scholastic year.

In the first year of senior high school a required general course called "Principles and Practice of Design" is offered, the chief aim of which is the appreciation of art through understanding and applying design principles in the many aesthetic problems of daily life. Performance is given an important place in the outline, the theory being applied directly in carefully executed drawings and designs. In addition to offering this course most of the senior high schools of Baltimore also make provision for a number of elective art courses which, though cultural in aim, are planned to meet the distinct pre-vocational needs of groups of advanced pupils whose interests lie in a somewhat restricted field. The courses include commercial art, costume design, color, crafts, freehand perspective drawing, the history of art, illustration, industrial design, architectural drawing and interior decoration. Approximately 1,200 pupils were registered in these courses during 1925-26.

The need is now most urgent not only in Baltimore but in many other cities for establishing a sequence of courses, with art as the major subject, leading to a high school diploma. Graduation from such a sequence should admit either to college or to the vocational art school.

In bringing this paper to a close it may not be inappropriate to restate some of the major propositions presented and which, all taken together, may be considered as constituting a sort of plea for (1) properly emphasizing in school systems both the general and vocational aspects of art, (2) thoughtfully selecting and thoroughly organizing all teaching material, and (3) presenting the material according to the best educational methods. Courses will need to be examined, evaluated and reorganized periodically to meet the modern educational demands for art appreciation and for art production. Pupils will need to be fully acquainted throughout the course with all phases of art expression. The entire program described makes systematic provision for elementary, secondary and special vocational instructions; in it, the elementary school course aims to develop general appreciation and tastes; the secondary school course, to develop taste and to discover, foster, and train creative genius.

Music's Contribution to World Morale

By EDWIN N. C. BARNES, Mus. Ed. D.
Washington, D. C.

"Not as the conqu'ror comes,
They the true-hearted came,
Not with the roll of stirring drums,
And the trumpet that sings of fame.
Not as the flying come
In silence and in fear.
They shook the depths of the desert gloom
With their hymns of lofty cheer.
Amidst the storm they sang,
And the stars heard and the sea,
The sounding aisles of the dim woods rang
To the anthems of the free."

SUCH was music's first contribution to morale in "the land of the free and the home of the brave." By such hymns of lofty cheer did our pilgrim forbears seek to sustain and strengthen their courage.

It is a *far call* from this first recorded musical ensemble to the playing of an outstanding symphonic program by the National High School Orchestra, 250 strong, at Detroit in 1926 and Dallas in 1927, but the fact remains. The *background* of these programs, considered from a variety of standpoints, should mean much to world morale. Perhaps this article may prove illuminating in these connections. Let us, however, begin at the beginning.

Long years, even centuries, before the pilgrims landed on the rock-bound Massachusetts coast music contributed to the morale of peoples: the Children of Israel sang as they came out of the Red Sea; turn to the sweet songs of David, "The Lord is my Shepherd, I shall not want." "Bless the Lord, O my Soul and all that is within me, bless and praise his holy name." "He that dwelleth in the secret place of the most high shall abide under the shadow of the Almighty." The music of the psalms will never grow old—its morale-building power increases through the ages.

Coming on down through the avenues of time, I see pagan Rome in the time of the Caesars. The world-renowned warriors of that day marched to their wars to music and had music in their stately homes and gardens in their hours of relaxation.

In that same Rome, in the catacombs and in the arena of death, I hear the voices of the early defenders of our common faith lifted in songs of

courage and hope. I hear Paul and Silas singing in prison.

A few centuries later the fortitude and faith of the people found vent in that earliest form of organized music, the Gregorian chant.

Probably no group, however, brought greater joy to the common people in the early days than the meistersingers and troubadours, as they journeyed from hamlet to hamlet with their songs of joy and good cheer. Through these songs the people found true self-expression, real enjoyment, and a deal of courage to live and do the worth while. It is undoubtedly true that these morale-giving folk-songs and dances built a something into the character of these early peoples the value of which to present and future generations is absolutely inestimable.

And then we come to the great outstanding singers of music—that glorious array—Bach, Handel, Haydn, Mozart, Beethoven, and Mendelssohn. I hear the passion music of Bach, the Hallelujah Chorus of Handel, the symphonies and oratorios of Haydn, the undying melodies and harmonies of the youthful Mozart, the epoch-making and soul-engulfing symphonies of that master mind, Beethoven, the lure of the *Midsummer Night* and the cry of the *Elijah* of Mendelssohn, the lifting and enduring songs of Schubert, Schumann and Franz, and the night-like nocturne, the rhythmic waltz and the military polonaise of Chopin.

What, you say, has all this to do with world morale? That is not the question. The really *pertinent* question—the *unanswerable* question is "What *sort* of world morale would there have been *without* the contribution of these world singers?"

Time does not permit me to complete the list—we note, in passing, Verdi and his immortal operatic airs so beloved of the common people; Gounod with his ever-popular *Faust* and his inspiring if somewhat bombastic Redemption; numerous other Italian, French, and German operatic writers, all contributing to that outstanding *melodic* period which swept on and found its undreamed consummation in the unmatched *harmonic* beauty of the music dramas of the one and only Wagner.

Can you, my doubting friend, question the morale-building qualities of the haunting and well-nigh celestial music of *Lohengrin* and *Parsifal?* Can you listen unmoved to Brahms' *C Minor Symphony*—reaching into the soul, as it does, almost a little deeper than the immortal harmonies of Beethoven? Did not Wagner and Brahms contribute—are they not still contributing to world morale?

But we must not linger—we must pass on, leaving many, so very many, practically unmentioned. Of the contemporaries—Massenet, Saint-Saens, and Debussy in France, Grieg in Norway, Tschaikovsky and Rubinstein in Russia, Sibelius in Finland, Elgar in England, MacDowell and Parker in America, and innumerable others—all great and undying singers doing their part in rolling up the splendid total of music's contribution to world morale.

And the moderns, the much cussed and discussed moderns, who are certainly having their innings today. Only history can tell whether they really are making a contribution to world morale or to its antithesis.

While the conviction grows upon us continually that morale is largely a "thing divine" yet seemingly the morale-building power of music has not been wholly confined to races noted for their ethics, culture or high mental attainments.

In the jungles of Africa the primitive negro had the rhythmic music of the tom-tom, and judging by the mystic and magical sway it exercised over him, it was a most efficient morale-builder.

On our own continent the Indians built up their fighting morale through their war dances and songs. By such agencies they brought themselves to the highest pitch of emotional daring.

All this, however, is but a memory. Let us return to the present—to the twentieth century. What magic in those words—*The Twentieth Century*. Fortunate indeed the man who lives in it, and living thus is alive to its potentialities. Some say the world is lost—that there was never less real morale in the world—that youth has lost its stamina and middle age its stability and ideals. Be not deceived, not misled. Middle age is busy adjusting itself to new and alarming conditions and to youth. Youth is busy adjusting itself to a new freedom, largely the result of honesty, not *undreamed hitherto*, but certainly unexpressed. This adjustment may take a generation or more, but be assured world morale is not lost, and twenty years hence it will function and find means of expression, possibly in startling but *positively* in constructive ways. Two of the great contributing factors in this flowering of world morale will be absolutely unafraid and unashamed honesty and leisure time for real service to mankind.

No better example of the morale-building power of music can be found than a careful study of what transpired in the lives of the soldiers during the late war. Its influence began on this side of the water in the great mobilizing centres and in the training camps. A distinguished New England musician told me that he had "never heard such singing nor seen such enthusiasm" as that at some of the camps where men were stationed waiting for transportation across. This gentleman mentioned especially the splendid singing of the then new song "Over There."

On the other side the secretaries of the Y. M. C. A., the Knights of Columbus, and other similar agencies were quick to discover how

"community sings," "camp sings," and concerts invariably heightened the spirit of the boys who were far away from home. The magnificent success of hastily gathered amateur orchestras in the various camps testifies to the almost insatiable human craving for music.

I see the home folks during those tense and critical days of '17, '18, '19, hundreds of thousands of them, gathered in their churches, homes, camps and resorts; I hear them singing "Keep the home fires burning," and the "Smile" songs—they were keeping the home fires burning—they were trying to smile, they were even doing it, thanks to the morale built by the joy, comradeship and communion of group singing.

Can you imagine a church service without the solemn grandeur of music? Wherever the emotions of men and women must be brought to a sharp focus, there we find music as the universal factor. A wedding ceremony or a funeral, the ceremonial initiation of new brothers in a fraternal order—all of these are accompanied by music.

Those of you who have sat in a motion picture theatre at some off hour of the day, when nothing was to be heard but the monotonous click of the projecting machine as the shadowy figures moved across the screen, can readily appreciate what an important part music plays in the presentation of our motion pictures. It is impossible to describe how different, how empty the photo-play seems when it is not accompanied by fitting music designed to create the proper appreciative mood in the minds of the auditors. This is but another example of its importance in our lives and furnishes additional arguments for the introduction and development of instrumental study in our public schools.

Music as an aid to "setting-up" exercises has been found most valuable in the schoolroom, the home (via radio), and especially in the army camp. Calisthenic drills were used in the World War to tone up the physical qualities of the men who had been hastily drawn from civil life to be made into soldiers. Without music these drills would have been hard work, with music they were play.

Music has often been used to overcome unpleasant features of necessary tasks or as an aid to labor. We have only to cast back in our minds to the sailor's "Chanty," sung during the hoisting of the anchor or the sails; the Russian river songs used by the Volga boatmen, and the tunes on the harmonica and jigs on the fiddle played by members of the gang in the lumber camps of our own country and Canada. Recent experiments seem to indicate that for certain classes of labor the accompaniment of music produces more work with less fatigue on the part of the laborers. This is especially true of any action which can be performed with a certain rhythm, as for instance, two men working alternately with pick-axes, and similar industrial activities.

Why is it that every political campaign sees bands marching up and down the streets? Those bands are not employed for the pleasure of the candidates or for the purpose of influencing the votes of band members; the shrewd politicians know how a band engenders enthusiasm, they know that the band music will bring the crowds to hear their speakers, they know that the crowd inevitably follows the band.

Anyone who remembers the stirring days of '17 and '18 must recall the extraordinary influence exerted by the military bands which were used quite frankly and with the deliberate intent to produce the desired heightened patriotism on the part of the general public. Why should a hundred or more able-bodied men, whose services could well have been used elsewhere, be sent about the country under the command of John Philip Sousa to march and play as the famous "Jackie's Band" from the Great Lakes? Certainly not to entertain the public, not merely to show off their ability and that of their commander; this band was used for advertising purposes; and there is no question but that its activities brought in millions of dollars in the various Liberty Loan campaigns.

Perhaps not the most important, but unquestionably the most striking result which follows the introduction of band music into a public school, a boys' club or an army camp is the improved morale of the membership. The psychologists may be able to explain this phenomenon. We simply know that the martial strains of the band build morale.

In our schools the band is brought forth to raise the *student* morale for the football game and for the other events which require "school spirit." It is as successful there as it was in the Liberty Loan campaigns, in the political rally, on circus day, or on the bloodstained fields of France. The band produces a sure and positively stimulating reaction otherwise unknown.

Music contributes to student morale in many ways. I want to call your attention to two: First—*Its actual vital contribution to the life of the growing boy.* Of course, I am *now* speaking primarily of instrumental music. Much of the routine of band and orchestra work is excellent training for any growing youngster. No boy can succeed in such organizations unless he is constantly alert, both mentally and physically. Absolute co-ordination of eye, ear, and hand are required at all times. This is teaching concentration of the finest type. In such musical ensembles the boy learns punctuality; he is brought to realize the value of time. He learns team work, learns through co-operation with his fellows to achieve a splendid result otherwise impossible. No individual boy *makes* the band or the orchestra and yet

his absence may destroy the perfect effect so greatly desired. The young bandsman soon realizes his importance in the ensemble. Thus we see how the young boy who is fortunate enough to be a member of a school band or orchestra learns many things which will be of service to him throughout life, among them *routine, alertness, co-ordination, concentration, punctuality, co-operation, and the importance of the individual in a group activity.* The character-building importance of the above to a mind in the formative stage can hardly be over-estimated.

Second—*Its mental reaction on other studies.* Henry T. Finck in "The Golden Age of Music" says: "Positive proof that music is the best mind-trainer has come from Magdelon College, where all the musical instruction at Oxford University is given. There are many prizes and scholarships. Only ten per cent. of the students at Magdelon take music; yet this ten per cent. take seventy-five per cent. of all the prizes and scholarships. This is not the record of one year, but the average of thirty successive years."

A recent survey of the schools of Springfield, Missouri, showed that children who had studied a musical instrument averaged three points higher in their academic studies than those who had not enjoyed the advantages of such study. A similar survey of the senior classes in four Washington high schools showed a gain in academic rank of 2.1 per cent. for the instrumental group.

Recently I sent a questionnaire to one hundred prominent music educators. These officials were asked for outstanding arguments for a great band program from the standpoint of the student and the school. Forty replied. Twenty-three said the outstanding argument for the band from the standpoint of the school was its power to build school morale.

Do we catch the vision of the potentialities of the future and our responsibility for world morale? We music supervisors have the citizens of the future in our care; we have the greatest of all *morale-builders—music;* have we the love, the insight, and the desire to serve in such measure as not only to make the world safe for democracy but to lead our people constantly and consistently nearer that millennial goal which shall be a flowering of the sentiment expressed in those immortal words—"Peace on earth, good will toward men."

Child Training

By FLORENCE E. PARIS
Buffalo, N. Y.

DR. HARRY EMERSON FOSDICK has said: "Lengthen your ropes and strengthen your stakes." This paper will interest itself in stakes. The challenge is fairly ours as educators; first, because we have already lengthened our ropes, by encouraging experimentation, research and independent thinking; second, because there is no other agency that reaches all the children, is equipped with so many trained workers, has the support of the state government and has established itself so firmly in the confidence of the people.

The school approaches the problem from three angles—the physical health of the child, the mental hygiene and the educational aspect. The first two lie outside the province of the classroom teacher, except as she discovers defects and brings them to the attention of trained workers. Our problem is how the school may help the child to adjust himself to an ever widening, ever changing set of situations. Since there is no means of forecasting the situations there is no rule of thumb for their solution.

Personality may be defined as the individual's characteristic reaction to a social situation and is therefore a result of social behavior. Two groups of elements make personality, first, the native endowment, and second, the system of habits developed in the process of adjustment. We are interested in the second group since any repression or development of the first group must be through the development or sublimation of the second. We have all known people of charming personality who do not scruple to choose the line of greatest advantage to themselves even though it may be dishonest. In our work with character education we attempt to direct the second group of elements, habit development, in accord with the accepted standards or mores of the present society. According to Belcher, the English historian, smuggling was an "honorable and profitable profession" at the close of the eighteenth century, but this does not conform to the standards of our society.

Holt says: "Character is nothing but an assemblage of purposes, and the questions of ethics are: 'What shall the purposes be?' and 'How shall they be organized?'" The development of character depends on the purposes and wishes that are incorporated in the body because the wish or purpose is the unit in conduct. The child must early be taught to face a situation. After all of his excuses are given he must accept the fact that he is late or that his paper is a failure. Much of the trouble experienced by adults is due to their refusals to face situations—living beyond one's means is a common refusal to face facts; many mental disorders are the result of the

individual's persistent refusal to see things as they are.

Next the child must establish a goal. He raises a question and plans the line of action he will follow. The problem method of teaching is based on this practice and establishes a method of solving life problems. The child learns to follow the line he has chosen, and when he has achieved his objective, or turned from it, he measures the product he has achieved or the progress he has made, he evaluates to decide whether it is worth the effort it has required and whether the result is personal, social and practical. The work of the school is to direct until the question is raised, to help the child to find his way, to find measures for the product and to furnish inspiration and sympathy that will strengthen but not weaken the child.

The teacher stands to the child in the roles of teacher, counselor, friend; but the greatest of these is friend. In order to do this she must exemplify the traits which she hopes to instill, she must know and understand enough elementary and educational psychology to work scientifically and with no waste, she must respond sympathetically and wisely to the emotional state of her class but must not gush. The task requires courage, faith, a high creative vision, youth in spirit and a sense of humor.

We have come to consider discipline as the foundation stone of character. It is very evident that where character is highest the machinery of discipline is least apparent.

A very good method at the beginning of the year is to have each grade, including the first, make a code of laws and add to it as the demand for a new rule arises. Here the child learns the need for laws, a respect for law and has to pause long enough to see himself in relation to his social group. In a very well regulated classroom ten rules cover every contingency and one pupil said: "You can't break a law when you helped to make it." The marshal system teaches the selection of leaders, the training of leaders and how to follow leaders. Marshals should be changed often, selected by the group, and the group should be made to feel that the success of the marshal is its own problem. The child learns to accept the decision of the majority and exercises self-control for the progress of the group.

In working out the problem of discipline it is well to remember that personality begets personality. The children will copy traits of voice, manner, thought and gesture. The teacher's voice should be clear, strong, well pitched and convincing. She should have a broad culture into which she dips to bring added richness and interest. As the teacher becomes surer of her "stakes" she should "lengthen her ropes," for the real test of the teacher's efficiency is the progress of the class in developing its initiative, satisfactory responses to life's situations and standards by which to judge "worth-whileness" and to measure progress.

For years the making of coke was carried on in Pennsylvania by the workmen. The gas with its coal tar went off into the air, killing the vegetation for miles. Then the men of science came, and after much study broke up the sticky black fluid into hundreds of useful products. For years in the school we have taught the child information and allowed the elusive personality or character of the child to go its way into the world. Here and there a superior teacher did real work, but the effort was neither organized nor studied. The man who can discover the secret of bringing violet perfume from coal-tar is a man of research and science, and before we can discover exact rules (if there be any) for the direction and development of personality and character we will have to have pioneers of research in the field of child development.

Character Through Training in Honesty

By HAZEL M. HACK
Fairhaven, Mass.

IN DEALING with the development of honesty as a character trait, the elementary school finds its task to be exactly what it is in all other lines of moral and intellectual training—the purification of ideas, provision for experiences leading to attitudes and ideals, and the formation of habits of action. This idea of training prescribes guidance rather than penalty, and keeps the thought of those directing the child's development upon the positive rather than negative aspects of training. To this is probably due the fact that not many instances of dishonesty occur within a year's experiences in the elementary school. Many, however, are the occasions which permit of or demand a restatement of ideas, and those afford the opportunities for definite causes of action on the part of the teacher.

From a survey made of studies of honesty among school children in one of our big cities, the results indicated that children of wealth are more prone to steal money, that girls more often cheat in the classroom, and boys in games, and that honesty is in direct proportion to intelligence.

If this is the situation, our teaching must give to the child that which he needs to meet that situation. Ours is the task of educating the whole child. Character is the golden tie that unites his

several abilities and capacities and makes him a worthy member of human society.

Children sometimes exhibit a natural tendency to report imagined happenings as though they were true, or to add to the account of real events such enlargements as they think might have happened or as their imaginative brains might have desired to happen. This is not at all strange to those who realize that these little people live in a world where Peter Rabbit talks, and where fairy folks practice their charms. Instead of curbing the teller of fanciful tales let us make an effort to have the child see, first of all, that there are both true and fanciful stories. Train the child to see the difference between the true stories in a history collection and the imagined ones of a loved fairy tale. In order to have the children experience this, periods in the day's program may be allotted, one in which to tell a "true" story of what happened at the party, and another when they may tell a "make-believe" story. He is thus led to know that a "make-believe" story is always in place when it is so labelled, but that when a true story is expected the former is out of place.

The fact that deliberate telling of untruths is uncommon among the older elementary children is a tribute to the success of this early training. It is, of course, a fact that the co-operation of the home is a big factor. Most of the untruths which occur in school life are a part of the teller's effort to save himself from the consequence of wrong-doing. In our school it is far more common to have a pupil voluntarily confess a misdeed than to shield himself by an untruth. This is due to the fact that he respects the opinion of his class and because he knows that the decision of the class, including the teacher, will be fair.

Instances of the telling of untruths are uncommon, but it may be well to relate one or two incidents in order that the method of dealing with them may be set forth. A boy from one of our grades was sent to the principal's office because of his disobedience in the room. He evaded the truth by trying to lay the blame on a classmate. The principal talked with the boy, and finally asked him to answer this question: "Are you on the inside what you pretend to be on the outside?" The boy, after a few minutes, came to the principal, owned up to his wrong-doing, and asked that he be allowed to go back to his room and given the chance to square the matter with his class and apologize to his teacher.

In one of our lower grades a child took home a pair of scissors. The teacher had given them out to the class to use in school and impressed upon the children that each must look out for his own. The mother of the child who took home the scissors sent them back to school, and the question of ownership and the care of school property was discussed by the teacher and the class. Since that time nothing has been taken from the room.

Probably the highest form of honesty which the child in the elementary school is called upon to experience, and one which is more far-reaching in its implications, is the judgment of his own citizen honesty with himself.

In the responsibilities of committees and offices the child is brought face to face constantly with the necessity of judging his own efficiency, his trustworthiness, and his fulfilment of the demands of his social group. In the discharge of his duties as a citizen he is asked in one way or another to sit in judgment.

Thus would we view education as it moves ahead. The present is filled with promises of a glorious morrow, and that morrow is fraught with possibilities as limitless as the vagaries of human interests, human possibilities, and human nature.

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Personal and Professional

WILLIAM H. BENDER of Iowa State College, at Ames, died September 20, after several weeks of serious illness in the hospital. The initial illness was pneumonia. Dr. Bender has been an outstanding feature in education for more than a third of a century. Few men have been known to more school people in Iowa than was he. He was a student in Ohio Wesleyan University, Iowa State Teachers College, Iowa State College at Ames, and at the Iowa State University, and was on the faculty at Ames, Cedar Falls and State University of Minnesota, and was at one time deputy state superintendent of Iowa. Our personal relations with Dr. Bender were close, and we received an appreciative letter from him while in the hospital. The passing of these long-time personal friends grows more and more significant as the years grow.

A. P. MONTAGUE, acting president of Mercer College, Macon, Georgia, has been vice-president of the college for three years. He has been president of Columbia College, Florida, Howard College, Birmingham, and Furman of Greenville, S.C. He is held in high esteem personally and professionally.

ALBERT PIKE BOURLAND, secretary-treasurer, Southern Education Association, and for recent years in charge of extension service, Winthrop College, Rock Hill, South Carolina, died instantly on October 30, at Charleston, South Carolina. Dr. Bourland has been a noble factor in creating the Spirit of the South. He was born in Falcon, Arkansas, November 24, 1861. He was a graduate of Vanderbilt University and University of Nashville, with which institution he was closely identified. He has been a promoter of Southern education for forty years. We were associated with him in several educational activities, and his tragic passing is keenly felt.

F. J. VOGLTANCE, Schuyler, Nebraska, superintendent of Colfax County, issues the most vital and vitalizing monthly bulletins that come to our desk. The best of these was issued in October and dealt with Education Week—about four thousand words mostly selected from the best writings of the world's best men of all time. We would like to see something better than this if any county superintendent excels this twelve times a year.

EDWARD HOWARD GRIGGS, one of the most brilliant writers and platform speakers, has written a highly valuable book especially adapted to the youth of today, "American Statesmen: An Interpretation of Our History and Heritage." Dr. Griggs has always been a favorite with teachers, and he is at his best in biographical portraiture, and he has no more alluring group of subjects than in this book, for he makes Washington and Franklin, Jefferson and Hamilton, Lincoln and Lee stand forth realistically and idealistically.

ARTHUR H. CHAMBERLAIN was high man on the educational lecture platform in October and November, being in the best places in Missouri, Oklahoma, Texas, and Arizona. No one has a more important or more interesting message than has he. His business address is 821 Market street, San Francisco.

FRANK H. H. ROBERTS, of the Bureau of American Ethnology, as the head of a Smithsonian archæological expedition in Mexico has made what promises to be one of the most historic discoveries in the Southwest. His expedition appears to have discovered a race of "long-headed" Indians who vanished perhaps two thousand years before Columbus discovered the "modern Indians." The first complete village of the race was discovered by the expedition in Chaco Canyon. Seventeen houses sunk several feet in the earth and lined with slabs were in the village, together with forty-five cellars for storage of corn and a kiva, or ceremonial temple. The inhabitants of the village were a race distinct from the Pueblos. Skeletons of the inhabitants were found to be undeformed and long-headed, while the Pueblos were round-headed and accustomed to deform the heads of their children.

Dr. F. H. H. Roberts is widely known as president of New Mexico State Teachers College at Las Vegas, and as president of the Junior College in El Paso. He has always been deeply interested in archæological expeditions.

EMERY N. FERRISS, professor of rural education in Cornell University, has rendered the small country and village high school inestimable service, the greatest service, we incline to think, that any one is rendering. Fortunately he has a great university wholeheartedly and fearlessly behind him. We have hardly dared to hope that any one in a great university would be free to speak as Dr. Ferriss dares to speak.

"Whatever may have been the guiding aim of the small high school in theory, in practice it has been preparation for college. Whatever expansion, generally speaking, has come in the program of the small high school has been largely supplementary to this dominant aim. The basis of training for all pupils has con-

tinued practically unaltered. The standards have been those acceptable for entrance into a college or university, although but a relatively small percentage of the pupils who attend the high school ever enter the higher institution. Since the World War citizenship has nominally been accepted in many instances as the aim of secondary education, but the meaning of the term has been so hazy and indefinite and the objectives of citizenship so illy defined that its effect upon the work of the small high school has had practically no beneficial results.

"Many have insisted that there should be no difference between rural and village secondary education on the one hand and urban on the other. Many advocates of 'culture' have taken the monkish attitude that a study ceases to be cultural or liberalizing to the extent that it is pursued for any utilitarian purpose. The influence of these views has been most stagnating in its effect upon the small high school. With minor exceptions, the youth trained in the small school has gone out into his community or elsewhere with little understanding or appreciation of the complex, interlocking social, economic, and occupational activities of the present time. He has gone out with no adequate background of school experience that would enable him to select and appreciate the elements of culture significant for the average person in giving meaning and richness to the activities of modern life."

We see great human possibilities in the heroic attitude of a young man in an institution that gives a professor freedom to tell the truth vigorously and manfully. He is not a captious critic, but he is constructively independent.

The Child

By LENA MARTIN SMITH

The child? He is
The morning of the day;
The candle power by which
All future light is measured.
Constant burden of mankind,—
As is the fire on the hearth.
His education begins
Not with written language,
But with kindly pressure of hands;
Nods of approval; looks of reproof;
Plucked flowers; peeps into birds' nests
With sweetest reverence;
Kindly thoughts directed toward justice
In play; charity to the broken doll;
The dead flower.
His toddling steps directed
Toward beauty and good.
No human being need be wholly wretched
So long as there is a child
To love,—to direct.
A world without the child
Would be as a hearth without a fire;
Andirons—cold steel.

—The Kansas Teacher.

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HORSFORD'S ACID PHOSPHATE

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Blessings in Disguise

In Evergreen, Alabama, rises, in a prominent place, a monument to one of the world's most terrible plagues, the dreaded boll weevil. As everyone knows this little pest lives and thrives on the cotton boll, eating the very heart out of it before it has time to spread its white puff open to the sun. Millions of dollars have been spent to drive this small but powerful enemy from our shores, — enough money, in fact, to dig another canal the size of that in Panama. The labor of thousands of men has been expended, also, in a vain effort to curb its ravages,—enough effort in fact to throw great dams across the sources of our mighty rivers and control them in times of flood. And yet, in Evergreen, a monument stands erected as a grateful tribute to its deadly presence in that part of the United States. "What a curious situation," I hear you say. "We erect monuments to the heroes of society, to the saviours of mankind, to those from whose mighty brains blessings have flowed down to enrich the rest, to those whose great deeds of love or sacrifice have endeared them to the world." True! All true, indeed! People do erect monuments to those beings and things which have served them best. In Evergreen, Alabama, the people did exactly the same thing. They erected a monument to a great benefactor, the boll weevil, the destroyer of their crops of cotton. Before the days of the boll weevil cotton was practically the only crop grown in this fertile region. People thought only in terms of cotton and labored only in its raising. The pay was scanty and the reward uncertain. Then came the weevil and in a few short years ruined the cotton crops and drove the farmers to raising other things. Vegetables and cereals and nut trees covered the fertile land and profits began to flow from sources that had shown a steady loss. In losing his fields of cotton, thanks to the little weevil, the farmer found fields of money-making produce of many different kinds. We raise monuments to our successes in government, to our victories in war, to our friends and benefactors, and yet it often happens that a great failure is but the hard granite step to a mighty and far-reaching success. It often happens that out of terrible disasters rise up ideas that benefit mankind; it often happens, too, that great misfortunes are, in reality, blessings in disguise. A miser may lose his money and gain his soul; strong men may lose their bodily powers and grow mighty in the reaches of the intellect; the vain and the proud gain humbleness in loss of rank, and the sinner learns in the consequences of his sins, great spiritual truths. In the life of every person there is a boll weevil busily engaged in eating out the heart of beauty and of good. Wise is the man who learns to shun temptation and expend his powers in those pleasant fields where the hand of the evil one stretches not forth to blight and to destroy.

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There is No Power in Any Charm

When Mozart was fourteen he came to Naples and was invited to play before one of the most brilliant gatherings ever seen in that illustrious city. Not only were the people of Naples there in force, but great musicians also came from far and near to test with their own ears the marvelous stories of the boy's playing that had come to them. Young Mozart looked over the brilliant assembly with bright eyes. He seemed to sense the importance of the occasion. He was being tested. He smiled and his beautiful eyes lit up with a gleam of great pleasure. He would play for these people as he had never played before. He seated himself at the piano. As he played, the people sighed. Here, truly, was a greatness beyond anything that they had ever seen. It was unbelievable that a mere boy could play with such heavenly power. As Mozart's fingers flashed over the keyboard the eyes of many were attracted by the flashing of a gold ring. It fascinated them. It seemed to glitter like some living thing. When the boy had finished and the deafening applause had died away, several of the prominent people came forward. "No child can have such power," said they. "He wears a charm. It is there on his finger. We defy him to take off that ring and play for us as he did before." For a second the beautiful eyes of Mozart filled with tears, then he smiled. In an instant he had jerked off the gold ring and seated himself again at the piano. If he had played brilliantly before, now he played like a being from another world. The charm of Mozart was in his own marvelous spirit.

The Cow

Today as I came into town I passed by an open field through which ran a pleasant little brook. Standing knee deep in the water, drinking contentedly, was a brown cow. Beside her stood a little boy with a switch in his hand. As the cow drank, the boy switched the big black flies from her neck. The picture of the lovely field all white with patches of Queen Ann's lace, the cool, cloud-reflecting brook, the brown cow drinking quietly and the little boy doing a friendly service remained with me long after I had passed, and led me to wonder whether girls and boys really understand what a friend the old cow has been to man.

Many hundreds of thousands of years ago the human family lived in caves and had only stone tools with which to work. What food the people had came from the bodies of animals that they killed. This meant that people wandered on and on in search of game with no fixed abode. Then someone brought home a living calf and raised her and found that the milk of the cow was good for little children's food. Of course the cow had to have a place to stay, so the father of the family built a yard for her, and when the wolves were near, protected her against their snapping teeth. Each day the boys of the family had to take the cow out to pasture, and each night drive her home again.

Now, since yards were hard to make and good pastures not easy to find, the family soon found it best to remain in one place and depend upon the milk of living cows and flesh of dead cows for their daily food. In the winter time, however, there was no green grass for the cow to eat. In order not to lose her through starvation, the family tilled the ground, raising grass and grain and various kinds of roots. Now, of course, all these things had to be protected against the weather, so barns were built. Thus, step by step, the cow led man up out of savagery to his present civilization.

Once men became fixed to one spot it became necessary for them to band together to protect their cows and barns against the raids of more savage races; thus the foundations of our present nations were prepared. But there were foes within the race itself to be guarded against, — individuals who stole cows and burned barns.

In order to be safe against such as these, laws were made and people selected to execute the laws. Thus in

time grew up the governments of men, as we find them in the world today.

Truly, then, the cow is a noble animal. In a way she stands for the highest ideals of mankind. From her udders she supplies the children of men with life-giving drink; from her hide she supplied shelter for ancient men, and today guards the feet of everyone against the roughness of the road: she lays down her very life that man may eat. What nobler things could even humans do for each other?

Is it any wonder, then, that in time mankind came to look upon the cow, the source of so many blessings, as a divine creature? Temples were set up in Egypt and many other places, and the cow was placed upon the altars and worshiped as a god.

With all these thoughts running through my mind, is it any wonder that I recall with pleasure the picture of the little boy flicking the cruel flies from the neck of the drinking cow?

Boy and cow! Dear old pals for many and many thousands of years. Truly has it been said that "Bossy is the foster-mother of the race."

Dreams Within the Soul

Not long ago I went with some friends to see a small stone church which a famous man had built on his estate. The builder is a very wealthy man, and has brought back many lovely things from Europe to adorn this little church. The wonderful wrought-iron door came from Spain; the old bell is Spanish also, but the windows of stained-glass were made in this country. As a person stands on the outside and looks up at these stained-glass windows he realizes, at once, the skill and care and love of beauty that has gone into them. The bits of beautifully colored glass are shaped into lovely spots and enclosed in veins of dark lead, piece being joined to piece, until the whole glows like a most wonderful living thing.

The day I visited the little church the sun shone warmly across the stone walls on which a rose bush leaned its slender shoulders, letting its green mantle of leaves fall gracefully from the window to the ground. The long dark veins of the bush cast purple shadows on the rough gray rocks. As though wishing to enclose the lovely windows the bush had thrown around it an arm of dark green leaves.

As I gazed at the window, admiring its perfection and wondering whose skilful hands made it, a song sparrow flew up and lit on the window's sill. Just above him hung a scarlet rose. With a quick dart the sparrow picked a bug from the rose and then, turning about, lifted up his brown head and sang his sweet summery song. Instantly the beauties of the windows were lost to me. I could see only the beauty of the scarlet rose and hear only the melody of the little bird. I had wondered over the hand and brain that had fashioned the window. Now I wondered over the hand and brain that had fashioned the far more lovely rose and the far more perfect bird. "Is it not strange?" I thought, "that reasonable people, who would laugh at your ignorance if you denied that some skilful artist had made the window, laugh at the wisdom that makes you say most positively: 'No beauty, no design, no plan comes forth into the world of things except from the marvelous treasure-houses of the spirit.'"

The little scarlet rose and the singing bird speak as truly of a great, all-wise and all-doing God as speaks the stained-glass window of an artist who works but a dream within his soul.

The Monkey and the Fire

A traveler was once overtaken by the night in a dense jungle. Partly from fear of wild animals and partly because of the cold, he built, beneath high, overhanging trees, a comfortable fire and then settled himself to a good night's sleep. Of course, the red glow of the flames could be seen for a long distance. From far and near shy forest creatures drew near to gaze upon the new wonder. The most curious of all were the slim-backed monkeys who slipped hand over hand along the neighboring limbs of trees until they had come so near that the warm breath of the fire wrapped itself around them on their high perches, like a soft woolen robe. When morning came the man rose, cooked his simple meal and departed, leaving behind him the glowing embers of the fire. Nearby was the huge pile of dried limbs from which he had fed the flames at intervals through the night. Scarcely had the man gone out of sight when the monkeys descended from their roosts in the trees and gathered in a chattering crowd around the glowing coals. They held out their cold fingers to the warmth and turned themselves slowly about, enjoying the heat upon their backs and chests. The fire slowly died away, the red coals turned to purple ashes and, at last, one solitary ember glowed like a diamond in the black bed. Closer and closer came the monkeys until their fingers almost touched the last living coal. Meanwhile, within easy reach of any one of the hairy arms, was the huge pile of dry limbs. Not one monkey dreamed of trying to keep the fire alive.

I hear you exclaim: "How silly of them! What stupid beasts!" and yet yesterday I heard of a young lady who expected every meal to be served on time, but who never dreamed of offering to wash a dish. The day before I learned of a boy who always shivered when he was cold and drew up closer to the kitchen stove, but who complained bitterly when he was asked to bring up fuel from the cellar. Human beings are not so very different from the monkey in the story after all. Both have two eyes and two ears and hands and feet and bodies that are very much alike. Only as man shows self-reliance in aiding himself and self-sacrifice in aiding others does he advance very far above the level of the brute. Before us burns the sacred fire and about us is the whole universe to feed it with. We have but to stretch forth a willing hand to bring into warmth and light the warming flames of love. It is a beautiful and comforting thought to know that each gentle act, each smile, each thoughtful deed, each cheery word, each evidence of love with which we feed the flames of human life, serves not only to warm ourselves, but those eager ones, also, who gather, through the darkness, to the fires that we have kept alive.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

Life

By Nelson Weedon

A little sun, a little rain,
A little loss, a little gain,
A little joy, a little strife,
And this is life.
A little work, a little play,
Some kind deed done each passing day,
A few good-byes, a setting sun—
And life is done.

EDUCATION IN ACTION

British Government Aids Student-Teachers

"Studentships" for teachers who desire to attend full-time courses of advanced specialized study or research in universities or other institutions have been established by the British Board of Education. The studentships are limited in number, and applicants must have had not less than five years of experience in schools recognized by the board. The purpose is to assist suitable teachers in recognized schools who wish to improve their teaching ability. These schools may be elementary, secondary, technical schools or institutes, art schools, or training colleges. Grants will be made for a term or for the academic year, and may be extended for a period of not more than two years, at not to exceed 100 pounds a year.

Mexico Teaching Aided by Movies

In Mexico one can read the subtitles at the movies either in Spanish or English. The English is printed below the Spanish. It is good practice for an English-speaking person attempting to learn Spanish, except that frequently he finds that the two texts do not mean the same thing at all. Sometimes there seems no connection, or the point that is expressed in English will not be expressed in Spanish in anything like a form of translation. The apparent reason for this is the fact that some of the American cinema language cannot be transferred to Spanish. Slang, of course, is frequently untranslatable. There is also the fact that totally different means are sometimes used in the different languages to express the same thought.

The College Of the Future

A college without examinations; no credits obtained by present stereotyped method; routine banished except that self-imposed; a place where the student may get the most fun out of life. Such is the university of the future in mind of President Max Mason, who has just completed two years as head of the University of Chicago. Opportunity rather than compulsion is the keynote of President Mason's ideal educational institution. "We are shooting at a system that will do away with credits and present examination methods and make out of this a research institution in which students are stimulated to work out things for themselves," he said. "The first two years in college should be given over to general education. From that time on the student should begin to specialize," President Mason declared.

Favor Teaching English Orally

Encouraging results are reported from experiments in teaching English by "oral method" in the Manila public schools. The new method, introduced by Dr. Lawrence Faucett, professor in Peking National University, is said to be enabling young beginners to acquire conversational knowledge of English within a short time. Laymen who have watched results of the application of conventional methods for the teaching of English in the Philippines, Japan and elsewhere have long declared that something is wrong with the prevalent system. Children who, after years of effort, are stuffed full of grammatical forms but cannot conduct an ordinary conversation in English are hardly a desirable product, it is asserted.

Films Supplement Students' Reading

Motion pictures of industrial chemistry showing the processes and operation of various manufacturing plants are being used to amplify the lecture and laboratory instruction in the department of chemistry at Massachusetts Institute of Technology. To give the student a view of the possibilities in the engineering field beyond his period of technical training is the purpose of showing the industrial films, according to Dr. Ernest H. Huntress, who is in charge of the program. The pictures do not replace any of the regular work of the student, but supplement his reading and take the place of numerous inconvenient and expensive inspection trips.

Victoria Adopting Middle School System

The middle school system is being adopted in Victoria, B. C., schools. Making drastic changes in the curriculum of the graded schools, the city school authorities have arranged to start pupils on definite channels of education earlier in their work than formerly. For pupils who intend to go through high schools the beginnings of high school work will be taught in future in the graded schools in special classes. Entrance into these special classes will be voluntary, so that pupils may decide for themselves which line of work they intend to follow. To make this possible, hours of instruction in the special classes will be increased half an hour a day, but home work will be reduced. A survey of city schools indicates that a large proportion of all pupils will attend the special classes in order to prepare for higher education later.

School Colors On Street Cars

When the street railway company in Jamestown, N. Y., bought six new street cars, the road asked citizens of the city to select a color scheme for the equipment. Three cars were painted with the colors of the Lincoln Junior High School, two for the Washington Junior High School and one for the Jefferson Junior High School. The cars bore the pennant of the school which each represented. The Lincoln Junior High School combination, desert sand, deep cream, pyramid gray and fire red, received the highest number of votes cast.

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College Science Vital to Cities

The correlation of researches conducted in the departments of municipal government with those carried on in scientific departments of universities is advocated by Dr. Elmer Ellsworth Brown, chancellor of New York University, in his annual report. Such a step, Chancellor Brown said, would "bind municipal agencies and universities together most securely and most fruitfully so that all shall be dominated by the scientific method and pervaded by the scientific spirit." Chancellor Brown declared that the urban university must bear some of the burden of reproach if American cities continue to be known as the worst governed in the world. "When we realize that our national spirit is changing from rural mindedness to a predominant urban mindedness we get some intimation of the part to be played by urban universities in the life of our cities," he said.

Plan New College For German Labor

Workers' education in Germany is expected to receive a mighty impulse as the result of the recent confirmation by the General Council of the German Federation of Labor of a proposal by the organization's executive committee to establish a trade union college with the 5,000,000 marks (worth 23.8 cents each) due to be paid over to the Federation of Labor by the German Government as a sort of indemnity for the hardships suffered by its members in the Ruhr during the French occupation in 1923. There are already numerous educational institutions in Germany entirely or partly controlled by organized labor or by the Social Democratic Party, and the proposed college is being counted upon to round out this labor educational system and make the unions fairly independent of the "bourgeois" colleges.

Colombia Opens Health Course

A five-year course in health education—individual, social, and public—has been instituted by presidential decree in elementary, high, and normal schools of Colombia, South America. In addition to regular instruction in rural and night schools educational pamphlets on health will be given pupils for home use.

States Conducting Adult Education

Legislation to promote adult education and citizenship has been enacted in 29 states and the District of Columbia. In 24 states instruction of adult illiterates is conducted under state supervision, and in 13 states full-time supervisors of elementary instruction for adults have been provided, as shown by a study of public education for adults for the years 1924-26, by L. A. Alderman of the Bureau of Education. Classes for the instruction of adult illiterates, native or foreign born, were maintained during 1924-25 with an enrollment of 306,219 persons, and during 1925-26 with an enrollment of 314,640 persons.

Co-Eds Seem Able To Marry Quickly

A survey of University of California graduates from 1878 to 1910 demonstrated conclusively that the studious co-ed with the high grades will marry just as quickly and surely as the "butterfly" type whose books are buried under a heap of dance programs. Dr. S. J. Holmes, professor of zoology, and J. S. Bolin, former instructor in the department of education, made the statistical chart that may break down the barrier between many a girl and a high mark. No matter how hard you study, they say, you'll have no more chance of staying single than the girl whose education is mostly social. If you're just an average girl you'll be married 4.6 years after you are graduated, the survey showed.

American College Called School of Salesmanship

The American college is now a training school. It is engaged in preparing its students for their vocations. It is a feeder for the professional schools, on the one hand, and for business on the other. Primarily it provides training for salesmanship, writes Bernard De Voto in Harper's. In the mass young men come to college to learn how to sell. In the mass they are not interested in the kind of education that is generally called liberal—or humanistic or cultural or intellectual. The man who comes to college today is not there to grow in wisdom or to invite the truth to make him free to realize his fullest intellectual possibilities, to learn the best that has been said or thought, or to fit himself to any other of the mottoes carved above his college gates. He is there to get through the prerequisites of a professional school or of business.

Cambridge Limits Number of Americans

To keep Cambridge predominantly English the university authorities have decided to limit the number of Americans enrolled at its twenty colleges to sixty. They have also decided to give preference to students of Britain over colonials. The university has almost reached the limit of expansion and had it not decided to reduce the number of foreigners it would soon have been faced with the necessity of refusing admission to hundreds of young Englishmen. The American students at Cambridge sympathize with the new policy and are convinced it is adopted in no unfriendly spirit to America. The number of Americans at Cambridge dropped this year from 75 to 65. It is understood that the total enrollment at the university is 5,000.

Daily Paper As Textbook

A newspaper for each pupil is provided in the English class of Evening School 57, Buffalo, N. Y., which is attended by foreign-speaking men and women. Classes are first drilled in the meaning and pronunciation of unfamiliar words in articles chosen in advance for silent reading, and afterwards are questioned on understanding of the content. To aid in the acquisition of good English, articles on health and sanitation are read and simple rules of cleanliness are discussed. Display advertisements assist in developing a vocabulary, and classified advertising pages and other departments of the paper are effectively utilized.

"Play School" Teaches Mother How to Teach

An experimental "play school for mothers" has been started by the San Diego Community Service at one of the public schools. One of the features is a "kindergarten" in which mothers are taught to work with their hands. In connection with these classes provision is made for young children in a special class. Problems for individual families as well as general ideas and specific ideas in planning home recreation are considered.

A MESSAGE TO THE AMBITIOUS SCHOOL PRINCIPAL OR SUPERINTENDENT

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Regards Teaching As Permanent Occupation

That every teacher, man or woman, must come to regard teaching as a permanent occupation, not a makeshift until he or she studies law or goes into business, or accumulates a trousseau, is the opinion held by Dean Arthur H. Wilde, of Boston University's School of Education. "The growing surplus of teachers is becoming a critical situation," Dean Wilde declared. "The surplus of teachers affects all the grades from the kindergarten to the high school. The tendency is toward lower salaries for regular appointments since there is an abundance of candidates. Teachers now in service need to advise very carefully all their younger friends who are looking toward teaching. Unless they have strong purpose and scholarship and attractive and forceful personality these young people should be turned away from the teaching profession. They are needed elsewhere. Teaching is a jealous profession; division of interest is fatal to success."

Cuban Constitution Being Distributed

To promote a clear understanding of constitutional rights and civic obligations in the young people of Cuba, 10,000 copies of the Constitution will be distributed among teachers and pupils in elementary schools by the secretary of public instruction and fine arts.

School Band Travels in Busses

Fifty concerts in three states and Canada were given during the past summer by the high school band of Madison, S. D., composed of forty-five members. The band traveled more than 2,000 miles in specially designed motor busses which contained facilities for eating and sleeping en route.

Teachers Study at University of Wisconsin

Teachers, principals, school superintendents, and college professors composed more than half the enrollment of 5,165 in the University of Wisconsin summer session this year. Women outnumbered the men more than 2 to 1. Of the 2,867 teachers in attendance only 333 possessed no degree.

Paraguay Favors American Equipment

School desks and seats from the United States are much in favor in Paraguay, according to George L. Kreeck, United States Minister at Asuncion. As rapidly as possible the home-made wooden desk and bench are making way for the North American product. The normal school is to be fitted throughout with furniture of the North American type.

TREND OF THE TIMES

NOT CHICAGO, but the summit of Mount Washington, in New Hampshire, is the windiest place that the United States Army Signal Corps has found in America. Anemometers there registered 111, 152 and 186 miles hourly velocity. All the strength of a strong man scarcely enables him to stand on his feet in a 100-mile gale.

THE UKULELE, the black sheep of the musical family, has been taken into the fold at last. After years of ignominy the ukulele has joined the aristocracy. The National Association of Musical Instruments and Accessories Manufacturers has adopted specifications for a standard approved ukulele which puts this instrument into the front ranks as a pioneer. It is the first musical instrument to be standardized.

WOMEN MAYORS in England and Wales now number fourteen. It is an anomaly in British civil life that women mayors are not mayoresses. That title is reserved for the wife or other woman whom the mayor appoints to assist at social functions. Thus Mrs. Welsh, the new mayor of Southampton, appointed her daughter mayoress to share the social burden of the office.

DIVORCE INCREASE by percentage is greater than the increase in number of marriages, according to census reports from the Census Bureau. There were 180,878 divorces granted in the United States in 1926, an increase of 3.1 per cent. over the number in 1925, while there were 1,202,079 marriages, an increase of 1.2 per cent. over the 1925 figures.

LATEST TREASURY FIGURES place the gold stock in the United States at $4,500,000,000, which represents fifty-five per cent. of the gold coin of the world. The United States has more gold coin in one spot than anywhere on the face of the earth, as $2,000,000,000 in gold is stored in the Government's assay office in New York, representing 4,000 tons in weight.

"ARRESTS SHOW that single men have an arrest rate three times that of married men, and it seems that most men need a woman to hold them down." This was brought out in a report to the National Crime Conference by Solon Rose, director of the Detroit Bureau of Governmental Research. It was declared that the rate for vagrancy is eleven times greater for the single man than for those married; robbery by violence is six times greater; drunkenness three and one-half times greater; disorderly conduct three times as great; simple larceny three times. Figures were based on Detroit, which he considers average.

PHILIPPINE RULE will remain under the administration of the War Department President Coolidge recently decided after a conference with Manuel Quezon, president of the Philippine Senate, who came to Washington to suggest that supervision of the islands be turned over to the Department of State. There was also the suggestion from other sources that President Coolidge transfer the supervision to a civil bureau in the Department of the Interior.

ALBANIA has never had a currency of its own, so money from every country is welcome and circulates freely. The coins that accumulate in a traveler's pockets sometimes amount to a portrait gallery of the crowned heads of Europe, but the dollar is the favorite. Albanians have to be skilled in the value of the various kinds of foreign money, and they are, but for them money is money, and there are said to be some Confederate States of America notes circulating among them.

HOUSEWIVES of the United States waste $700,000,000 in foodstuffs annually, it was shown in a survey completed by A. J. Authenrieth, of the Middle West Utilities Company. His figures showed that each family wasted about ten cents worth of food daily by spoilage, or an equivalent of $35 annually.

STARVING GENIUSES abound in America and they are inarticulate because they are afraid of hardness and of loneliness, declares Rev. Dr. Robert Norwood of New York City. "Hardness and loneliness are a part of reality," he said, "and reality is a necessary part of a worthy life. This nation can have no aristocracy except an aristocracy of workmanship, of those who do things and do them well."

LINDBERGH'S AIR TOUR which took him to every state in the union ended at New York. He flew a total of 22,350 miles without mishap, again proving his ability as a birdman. He probably suffered more from the seventy dinners he attended than the 260 hours he spent in the air. The tour was financed by the Guggenheim Fund as part of its program to promote aviation. Lindbergh was paid $200 a day for the four months of his contract.

The BOOK TABLE

THE AMERICAN PEOPLE AND NATION. By Rolla M. Tryon, University of Chicago, and Charles R. Langley, Dartmouth College. Cloth. 500 pages. Boston, New York, Chicago, Columbus, San Francisco, Atlanta, Dallas: Ginn and Company.

The chief attraction of this book is the evidence from the start that the authors are great teachers of history and have embodied their knowledge of history and their mastery of the art of teaching history and are not professional makers of textbooks.

The sixty pages on "The American People and Nation" dealing with the years 1900 to 1927 represent all of the virtues of the ingenuity of the author. For instance, nowhere in the book are their chapters. There are eight divisions, one to 1607; two from Jamestown to 1763; three, Colonial Life as developed by 1763; four, 1763 to 1789; five, 1789 to 1829; six, 1829 to 1865; seven, 1865 to 1900; eight, since 1900.

The "Divisions" take the place of "Parts," and in place of chapters there are units. For instance, in Division Eight, Unit 1, Inventions and Improvements of This Century; Unit II, In President Roosevelt's Time; Unit III, The Leadership of Woodrow Wilson; Unit IV, The World War; Unit V, After the World War.

This arrangement of Divisions chronologically and the Units topically makes the story highly interesting and will remain in the student's mind without effort.

LONG AGO IN GAUL. By L. Lamprey. With illustrations by Margaret Freeman. Cloth. 320 pages. Boston: Little, Brown and Company.

When one reads a book like this which makes old things new and new things seem like old things it is no wonder that for near a half a century this publishing house has usually led all other publishing houses in having "the best seller" year by year. "Long Ago in Gaul" is an admirable illustration of the almost uncanny foresight of this publishing house.

It is of the utmost importance that each generation should appreciate the people whose personality they inherit. Not to know "Long Ago in Gaul" would be as fatal to a generation as to tear out several pages of a Herd Book.

The absence of the record of a generation of Ayrshires or Shorthorns makes absolutely valueless the record you have.

A fatal weakness in present-day education is a tendency to tear out pages of history that leave us scholastically unconnected with the sources of our intellectual breed, as it were. This is as fatal as to cut the string that makes the kite tug away at the force that links it to the ground. This is not only a fascinating story, but it is indispensable to have the youth of to day feel the urge of the "long ago."

STONE'S SILENT READING. Book Five. By Clarence R. Stone. Illustrated by Billie Chapman. Cloth. 290 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The Stone Silent Reading Books are in a class by themselves because of the scientific, impressive and attractive way in which they teach children how to read silently. Book Five omits oral reading entirely.

The material is fresh and of varied character. For the most part the selections, chosen for their appeal to the pupil and informational value, are from present-day writers. To carry the specialized training here given there are such exercises as directions for making a Health Chart, Reading Problems in Arithmetic, Keys that Unlock Word Meanings.

The objective of each lesson is outlined in the Suggestions to Teachers incorporated in the book itself,—a very helpful feature. The comprehension check-ups contained in these suggestions as well as the other directions for teaching method, reflect the scientific study which Mr. Stone has given the reading problem.

THE PROBLEM OF VOCATIONAL GUIDANCE. By George E. Myers, University of Michigan. Cloth. 312 pages. New York: The Macmillan Company.

Professor Myers is not only the professor of Vocational Education and Guidance of the University of Michigan, but he has had extended experience in practicing this art always skilfully, and here he demonstrates rare ability in magnifying the vital factors in service of young people.

As one who has kept in touch with practically all school books published for more than forty years, even though he never assumes to criticise books as though he were a super man, it is not often that he feels one hundred per cent. satisfied with any book as we are with this book of Professor George E. Myers. He is master of the situation, knows what the problems of vocational guidance are, and knows how he has handled these problems successfully for many years. After saying this wholeheartedly regarding what the author has written and the way in which he has written it, we hope we shall not be called unduly critical if we say with equal honesty that the list of references at the end of Chapter V is unpardonable. True it follows the lead of other follies of the kind. There are ninety-five—almost a hundred—references. No one using this book can by any possibility consult one-fourth of these references. Not one-fourth of them are in any school or teachers college or in any public library. If the student should buy these, and it is the only way he can see them, it would cost more than one hundred dollars, and even then it would take the student a month to get these References, provided he could get them. It would take another month of earnest study before he could appreciate why he was referred to these books. This would mean two months' time and a hundred dollars before he could go from Chapter V. to Chapter VI. This assumes that the student has no interest in any other subject.

We will wager something that the author himself has never read with care one-half of the books to which he refers the student in one chapter.

SILENT READING AND STUDY. The Objectives and Principles. By J. A. Wiley, Iowa State Teachers College. Cloth. 308 pages. Published and distributed by Professor J. A. Wiley, Iowa State Teachers College, Cedar Falls, Iowa.

The Iowa State Teachers College, Cedar Falls, Iowa, has achieved a remarkable professional personality. It has never treated educational traditions slightly and has rarely wasted time or energy in effervescent propaganda.

Professor J. A. Wiley's adventure in "Silent Reading and Study" is a demonstration of the devotion of the college to the promotion of scientific teacher training through the assurance that whenever an experiment proves to be a demonstration it will find its way into profitable print without seeking a competitive commercial market.

This book is the second of "The Silent Reading and Study Series." The first venture was "Practice Exercises in Supervised Study and Assimilative Reading," 1922. A guide for directing the formation of efficient study habits for twenty-seven silent reading and study objectives.

Everything published by the Iowa

State Teachers College has back of it the conviction of the entire institution that it is sound to the core and faith that it will be a commercial as well as a professional success, and thus far their faith in their conviction has been justified.

This series is scientifically reliable and professionally skillful and is masterful in every detail. It has the virtue of vision as well as of realization of ideals.

OUR LITTLE LAPP COUSINS. By Anna B. Sloane. Cloth. Illustrated. 108 pages. Boston: L. C. Page Company.

The Little Cousins Series is in a class by itself. It does not attempt to do what other series about other peoples do, but it singles out the most vital feature of the personality of the Laplanders, for instance. When the characteristic personality of a people historically and geographically has been stated clearly there is a group of thrilling fascinating traditions which children and their seniors will read with rapturous interest and will not only never forget, but will always appreciate what has made the Laplanders what they are and why they are where they are. There are sixty books in the Little Cousins Series. So far as we know this exceeds the list of any kindred publications.

A DEBATE ON THF THEORY OF RELATIVITY. Introduction by William Lowe Bryan, president of Indiana University. Favoring the Theory: Robert D. Carmichael, University of Illinois; Harold T. Davis, Indiana University. Opposing the Theory: William D. MacMilian, University of Chicago; Mason E. Hufford, Indiana University. Chicago: The Open Court Publishing Company.

The Introduction by President William Lowe Bryan is highly interesting.

"It has been said that men fall into three classes according to their underlying assumption as to the nature of reality. The first class, which includes most of mankind, assumes that reality is static; the second that nothing is static but all things in eternal flux; the third that throughout the eternal flux there is everywhere and always intelligible reason. The three classes of men take these three attitudes toward the systems of human knowledge: The first class holds that certain systems of knowledge are the truth and are permanently valid; the second that no knowledge is permanently valid and that the truth can never be known; the third that throughout the incessant change in every minor and major part of human knowledge, reason survives and becomes always more apparent and more dependable for the guidance of conduct. Those who have the first view are alarmed at every major change in the system of science. Those who have the second view regard such changes as cumulative justification for skepticism as to the possibility of any valid science whatever. Those who have the third view regard the entire history of human knowledge from its beginnings with primitive man to the present as best understood when we regard it as a progressive discovery of reality through forms of knowledge which are never final. From this third point of view no new theory, however revolutionary, is judged *a priori* to be impossible. It must have its opportunity to show, if it can, that it accounts for all facts old and new better than the theories which it would replace. But the more revolutionary the new theory the more difficult its task."

GENERAL ORNITHOLOGY LABORATORY NOTEBOOK. For the recording of observations made in the field and studies made in the laboratory on the birds of Eastern North America. By A. A. Allen, Ph.D., L. A. Fuertes, M. D. Pirnie, all of Cornell University, Ithaca, New York. Published by the Comstock Publishing Company, Ithaca, New York.

Mrs. Anna Botsford Comstock for twenty years as a professor of Cornell University was the keenest student of nature in the great out of doors, but never rendered as great service as in her guidance of the Nature Studies of young people.

She makes an important statement in the following paragraph:—

"Time spent in the laboratory with bird skins and manual open the eyes to greater vision in the field and the student arrives at the goal more quickly than if all his time were spent out of doors. A study of the topography of the bird and the orderly way in which the feathers are borne, the arrangement of the bones in the skeleton and the logical way in which birds are classified are fundamental even to a knowledge of the bird in the field."

The mere naming of birds is not all there is to ornithology. One who goes no further misses a great fund of pleasure. The names are but guide posts which anyone who travels the ornithological road must recognize at sight, and they are at the beginning of the road rather than at the end. One who looks only for the guide posts will miss all the beautiful and interesting vistas that lie along the way.

Nowhere else can one find so much material on the birds of North America described so skilfully, the life history given so fully and attractively, and certainly nothing has been done by way of charts, maps and outlines of birds and their anatomical distinctions.

THE NEW PHYSICAL EDUCATION. A Program of Naturalized Activities for Education Toward Citizenship. By Thomas Davison Wood, M. D., and Rosalind Frances Cassidy. Cloth. 457 pages. New York: The Macmillan Company.

The significance of this every way valuable book is the fact that it challenges all phases of formal education heroically and presents something constructive to replace everything it would retire.

Dr. Thomas D. Wood has for twenty years and more been the leading crusader for all phases of modernized physical welfare work. He has been so far in the lead that it has not been easy to keep the best associates in touch with him, and it is most gratifying that he has found the time and takes the pains to materialize his ideals so clearly that anyone can understand what he has achieved and how he has achieved it.

We have been so closely associated with Dr. Wood incidentally in all of these years that we are surprised that he takes the formalists of today so seriously. Evidently he has revived his early experiences when formalism was so formidable and from force of habit challenges them as though they had not been ruled off the course.

There is no question but that there is need of such definite detailed presentation of "A Program of Naturalized Activities for Education Toward Citizenship." The use of "Naturalized" is highly important. It clarifies several situations and it is gratifying that Dr. Wood has taken the time to help Professor Cassidy of Mills College to apply her wisdom to the latest needs of the schools of today.

Books Received

"Seventieth Annual Report of the Board of Education of the Middletown City School District."—"Erewhon, or Over the Range." By Samuel Butler.—"The Way of All Flesh." By Samuel Butler.—"The Purple Land." By W. H. Hudson.—"The Private Papers of Henry Ryecroft." By George Gissing.—"An Inland Voyage" and "Travels With a Donkey." By Robert Louis Stevenson. New York, N. Y.: E. P. Dutton and Company.

"Laboratory Manual of Inorganic Chemistry and Elementary Qualitative Analysis." By C. C. Hedges and H. R. Brayton.—"No Mas Mostrador." By Mariano Jose De Larra. Edited by Patricio Ginemo and Kenneth C. Kaufman. 50 Beacon street, Boston, Mass.: D. C. Heath and Company.

"Our Language." Book I.—"Our Language." Book II.—"Our Language." Book III. By James P. Kinard, Ph.D., Mary Brown, M. A., and Florence Hopkins Rogers, A. B.—"Number Friends." By Inez M. Howard, Alice Hawthorne, and Mae Howard. "Answers to Arithmetic Practice." (Grade III).—"Answers to Arithmetic Practice." (Grade IV.) By Frank M. McMurry, Ph.D., and Beverley Benson, C. E.—"The Teaching of Ideals." By W. W. Charters. New York, N. Y.: The Macmillan Company.

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GRINS BETWEEN GRINDS

Desirable Spot

Asker—"What happened to that valet of yours?"

Teller—"I fired him for removing a spot from one of my suits."

Asker—"But isn't he supposed to do that?"

Teller—"Yes, but this was a 10-spot."

Not Exactly

Telephone Caller—"Is your wife still at home?"

Husband—"No; she's louder there than anywhere else."

The Silly Drug Clerk

A young matron went to a Broadway drug store and asked for some insect powder. When the clerk asked his patron if she would take the powder with her, she replied:—

"Of course not. I'll have the bugs call here and you can give it to them." Los Angeles Times.

Its Start

"When was the radio first operated in America?"

"When Paul Revere broadcast on one plug."—Denison Flamingo.

Good Old Crusoe

Teacher—"Write a composition on 'What I like about Robinson Crusoe.'"

Johnny wrote: "He didn't send any post cards saying: 'Wish you were here.'"—Allston Record.

Thrifty Thrift

A Scotchman was visiting Niagara Falls in the company of an American friend. As they watched the great rush of waters the American said:—

"There's a story that if you throw a penny into the falls, it will bring you good luck."

"Is thot so?" inquired the Scot. He considered a moment, and then asked hopefully: "Ha' ye got a bit o' string?"

A Good Driver

A boy wrote on the classroom blackboard, "Our teacher is a donkey."

Upon entering the room the teacher added "driver," and began the lesson.

Corrupting Speech

"How is Hennery gettin' along with school, Eph?"

"Not so well, Garge. They're larnin' him to spell taters with a 'p'."

Accidents Will Happen

Teacher—"Freddie, you should not laugh out loud in a classroom."

Freddie—"I didn't mean it, I was only smiling, but the smile busted!"

Two of a Pair

A passenger on a New York and Chicago limited train, looking under his berth in the morning, found one black shoe and one tan. He called the porter's attention to the error.

The porter searched his head in bewilderment.

"Wel, ef dat don't beat all," he said. "Dat's de second time dis mawnin' dat mistake's happened."

Little Tommy Again

A local teacher had been telling her pupils about the bear hibernating in winter. After a time she asked if any of them could tell of any other animal that hibernates.

A little tot's hand went up and the teacher said: "Well, Tommy, you may tell us of one."

"Santa Claus," said Tommy, "but he does it in summer."—Hartford Courant.

Why Teachers' Eyes Need Care

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Anderson — Liberator of the Short Story

By Henry Flury

"Sherwood Anderson has created things for the love of creating. He has brought an age of sincerity, of honesty, of artistic integrity into a frail, vulgarized medium. He has liberated the American short story."

N. Bryllion Fagin thus "locates" on the literary map a worker who has all too long evaded the glare of the Klieg lights, in his "The Phenomenon of Sherwood Anderson: A Study in Contemporary American Life and Letters." Fagin is primarily interested in the evolution or fate of the short story and will be remembered for his thought-provoking little study, "Short Story-Writing an Art or a Trade?"

In this phase of American life that is marked by discussions (sometimes too heated) of intolerance, blue laws, anti-evolutionism and the like, it is good to note: "Winesburg is the reaction, the protest against provincialism, against Puritanism, against the sham of our common life, against the vulgarity of our social ideals. Sherwood Anderson gives expression to this reaction, dramatically, tenderly, lyrically. The tragedy of these defeated people is dear to him, is beautiful. They may be failures, but it is heroic to be a failure in our 'successful' world."

A long time ago I read a book by Frank Norris entitled "The Responsibilities of the Novelist." I was young and it impressed me greatly. It seems to me that Anderson measures up to those responsibilities. In return for the "color," "atmosphere" and "characters" that he dips up out of the vast inchoate ocean of humanity, he blesses like a bishop those who have felt his magic healing and refining touch. No longer is the dross all dross, there are spots of pure gold and we can recognize them.

Fagin is a master of psychologic interpretation and has that patience and sympathy necessary to read deep into the soul of this author who has been either ignored or misunderstood. The painstaking scholarship that marks his other two books and stories is evident in Fagin's latest study throughout no less than in the generous references and excellent bibliography. Its fascinating style makes it easy reading.

Codes of Sportsmanship

A GOOD SPORT

1—Plays fair at all times.
2—Plays hard to the end.
3—Keeps his head.
4—Plays for the joy of playing.
5—Is a good team worker.
6—Keeps training rules.
7—Obeys orders of coach or captain.
8—Does his best in all school work.
9—Backs his team in every honest way, but—
10—Always gives his opponent a square deal.
11—Is respectful to officials. Accepts adverse decisions graciously. Expects officials to enforce rules.

DOES NOT

1—Does not cheat.
2—Does not quit.
3—Does not lose his temper if wronged.
4—Does not play for money or other reward.
5—Does not play to grandstand.
6—Does not abuse his body.
7—Does not shirk.
8—Does not neglect his studies.
9—Does not bet; betting is not necessary to show loyalty.
10—Does not take technical advantage. Treats visiting players as guests.
11—Never blames officials for defeat. Does not "crab." Does not "kick." Does not complain.

WHEN HE LOSES

12—Congratulates the winner. Gives his opponent full credit under all circumstances. Learns to correct his faults through failures.
12—Does not show his disappointment. Is not a "sore head." Does not "alibi." Does not make excuses.

WHEN HE WINS

13—Is generous. Is modest. Is considerate.
13—Does not boast. Does not crow. Does not "rub it in."

AT ALL TIMES

14—Is true to his highest ideals.
14—Does nothing unworthy of a gentleman and a 100 per cent. American.

—Junior Republic

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Dreams

By Edgar Guest

One broken dream is not the end of dreaming,
One shattered hope is not the end of all;
Beyond the storm and tempest stars are gleaming;
Still build your castles, tho' your castles fall.

Tho' many dreams come tumbling in disaster
And pain and heartaches meet us down the years
Still keep your faith, your dreams and hopes to master
And seek to find the lesson of your tears.

Not all is as it should be! See how littered
With sorry wreckage is life's restless stream;
Some dreams are vain, but be you not embittered,
And never cry that you have ceased to dream!

—Industrial Peace.

Meetings To Be Held

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio: Iowa City, Iowa.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

1928

February 25-March 1: Department of Superintendence, Boston, Mass.

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